

SBPIE Assessment

as required by section 1003.57, Florida Statutes (F.S.).

RAMBLEWOOD ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 2721

Date Meeting Held: 9/16/2026

Initial Information

School Principal: DACYANY IBARRONDO

School Type: Elementary

FIN Trained Meeting Leader/Title: Mary Dunn, ESE Liaison

Team Members Name/Title:

Mary Dunn, ESE Specialist

Dacyany Ibarrondo, Principal

Gregory Charlotin, Assistant Principal

Darcy Dodge, School Counselor

Elisa Leonard, Supported Kindergarten Teacher/Parent

Renee Gregory, 1st Grade Teacher

Mark Robinson, 2nd Grade Teacher

Jack Stawicki, 4th Grade Teacher

Jamie Arlick, 5th Grade Teacher

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Fully	The school uses multiple sources of data to regularly analyze current practices and identify and address barriers that may limit the access, participation, and progress of students with disabilities (SWD) in general education classrooms and natural contexts. Data reviewed include LRE and placement information, IEP service and accommodation data, academic and behavioral progress-monitoring data, discipline and attendance data, participation in schoolwide and general education activities, and input from teachers, families, students, and support personnel. School leaders and ESE staff collaborate with general education staff to identify areas of need, implement strategies and supports to address identified barriers, and monitor the effectiveness of those actions. Data are revisited to determine whether changes in practices are improving access and participation for SWD, and adjustments are made as needed to support continued progress in the least restrictive environment.

2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Fully	The school uses the results of the School BPIE Assessment to establish measurable goals and action steps for improving practices that support the education of students with disabilities (SWD) in general education classrooms and natural contexts. School leaders and ESE staff review BPIE results to identify areas of strength and opportunities for improvement, prioritize specific actions, and incorporate identified priorities into school improvement planning and ongoing professional learning and collaboration. Progress toward BPIE goals is monitored through data reviews, staff feedback, classroom observations, collaboration with general and special education staff, and review of student participation, achievement, and LRE data. The school revisits progress regularly, communicates updates with appropriate stakeholders, and adjusts action steps as needed to strengthen inclusive practices and improve outcomes for SWD.
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3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	The school has designated personnel responsible for overseeing, coordinating, and monitoring the implementation of best practices for educating all students with disabilities (SWD) in general education classrooms and natural contexts. The ESE Specialist, in collaboration with school administration and appropriate instructional and support personnel, monitors the implementation of IEP services, accommodations, supplementary aids, specially designed instruction, LRE, and inclusive practices. The ESE Specialist facilitates communication and collaboration among general education teachers, special education staff, related service providers, paraprofessionals, families, and school leadership; provides job-embedded technical assistance and problem-solving support; and assists in identifying and addressing barriers to student access and participation. Implementation is monitored through IEP reviews, service and accommodation monitoring, student data, classroom observations, staff collaboration, and BPIE action planning, with findings used to identify needs, provide support, and make adjustments to strengthen outcomes for SWD.
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4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	School administrators follow district procedures and guidelines to ensure that students with disabilities (SWD) have the same school choice opportunities as students without disabilities. Families of SWD are provided access to the same information, application processes, enrollment options, and school choice opportunities available to their peers. When a student's disability-related needs require consideration during the enrollment or placement process, the school collaborates with the family and appropriate district personnel to identify the supports, services, accommodations, and resources necessary for the student to access and participate in the selected educational setting. Administrators and ESE staff monitor school choice and enrollment practices to identify and address potential barriers to access and ensure that disability status does not unnecessarily limit a student's educational options.
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5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.	Partially Almost	The school uses student-specific data and IEP team decision-making to ensure that students with disabilities (SWD), regardless of exceptionality, receive instruction and related services in age- and grade-appropriate general education classes and natural settings to the maximum extent appropriate. IEP teams consider each student's strengths, individual needs, progress, accommodations, supplementary aids and services, specially designed instruction, and other supports when determining the least restrictive environment (LRE). The school provides a continuum of supports and service delivery models, including general education participation, push-in services, consultation and collaboration, and more intensive supports when determined necessary by the IEP team. Student participation, academic and behavioral progress, service implementation, and changing needs are monitored to determine whether current supports remain appropriate and whether adjustments can increase access to general education and natural settings. School leaders and ESE staff review LRE and participation data to identify potential barriers and promote access to inclusive educational opportunities for all SWD.
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6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. *Schools with early childhood (preschool) programs only.	Partially Almost	The school uses placement and service delivery data to ensure that students with disabilities ages 3–5 receive special education and related services in regular early childhood settings with peers without disabilities to the maximum extent appropriate. When preschool-aged SWD are enrolled at the school, IEP teams consider the child's individual strengths, needs, developmental progress, and the availability of supplementary aids and services when determining the least restrictive environment (LRE). Special education and related services are provided through inclusive models, including support within the regular early childhood classroom when appropriate, while individualized supports are adjusted based on student progress and needs. School leaders and ESE staff monitor preschool placement, participation, service delivery, and progress data to identify barriers and ensure students have meaningful opportunities to learn and participate alongside peers without disabilities.
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7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	School administrators establish and communicate the expectation that all school personnel share responsibility for the education, participation, and success of all students, including students with disabilities (SWD). SWD are viewed as general education students first, and general education and special education personnel collaborate to ensure students have meaningful access to grade-level instruction, schoolwide activities, and natural learning environments. Administrators support this shared responsibility through collaborative planning, PLCs, MTSS/problem-solving processes, IEP meetings, professional learning, and ongoing consultation between general education teachers, ESE staff, related service providers, and paraprofessionals. Staff are expected to implement IEP accommodations, supplementary aids, specially designed instruction, and behavioral supports within the general education environment to the maximum extent appropriate. School leaders monitor implementation through staff collaboration, classroom observations, student data, and feedback and provide support or follow-up when additional needs are identified.
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8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	School administrators regularly communicate information and provide access to resources that support all school personnel in implementing best practices for educating students with disabilities (SWD) in general education classrooms and natural contexts. Administrators and ESE staff share district and school-based resources related to IEP implementation, accommodations, specially designed instruction, differentiation, Universal Design for Learning, positive behavior supports, assistive technology, and inclusive instructional practices through faculty meetings, PLCs, professional learning, email communication, shared digital resources, and job-embedded consultation. Staff are provided with guidance and resources that are applicable to their specific roles, including general education teachers, special education teachers, paraprofessionals, related service providers, and support staff. Administrators and ESE staff monitor staff needs and provide additional resources, clarification, coaching, or technical assistance when needed to support consistent implementation of inclusive practices for SWD.
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9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	School administrators establish and communicate clear expectations that all school personnel use respectful, person-first language when referring to students with disabilities (SWD) in written and verbal communication. Expectations are reinforced through staff meetings, professional learning, school communications, and ongoing collaboration with ESE personnel. School leaders and staff model respectful, strengths-based language in IEPs, progress reports, FBA/BIPs, parent communications, meeting discussions, and other school documentation. Administrators and ESE staff monitor communication practices and provide clarification, coaching, or corrective feedback when language does not reflect school and district expectations. The school promotes communication that recognizes each student as an individual first, focuses on strengths and needs rather than labels or deficits, and maintains the dignity and individuality of all SWD.
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10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.	Fully	School administrators use district-aligned interview and selection processes that assess applicants' knowledge, attitudes, and respect for differences among student learners, including the needs of students with disabilities (SWD), as appropriate to the position. Interview questions and selection criteria address candidates' ability to collaborate with colleagues and families, differentiate instruction and provide appropriate supports, respond to diverse learner needs, implement accommodations and positive behavioral strategies, and contribute to an inclusive school environment. Questions are tailored to the responsibilities of the position so that expectations for supporting SWD are relevant to the role. Interview teams use consistent questions and evaluation criteria to support equitable consideration of candidates, and administrators maintain documentation of interview questions, scoring/rubrics, and selection processes in accordance with district hiring procedures.
11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.	Fully	School arrival and dismissal procedures, transportation records, attendance data, and IEP documentation are reviewed to ensure students with disabilities access the full school day and arrive and leave at the same time and location as their nondisabled peers, unless an alternate schedule is specifically documented and justified in the student's IEP. Administrators collaborate with ESE staff and district departments to address transportation or scheduling barriers when identified.

12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Fully	The school reviews participation data, schedules, rosters, and IEP accommodations to ensure students with disabilities have the same opportunities as their nondisabled peers to participate in electives, extracurricular activities, sports, clubs, field trips, performances, community service, and other school-sponsored events. When individual support or accessibility needs create a potential barrier, school staff collaborate with families and appropriate personnel to provide accommodations, supplementary aids, and other supports necessary for meaningful participation.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	The school applies established criteria consistently when considering students for honors, awards, leadership opportunities, and other school recognitions. Students with disabilities are provided the same opportunities for nomination and consideration as their nondisabled peers, with applicable IEP accommodations and supports implemented when appropriate. The school monitors recognition practices and addresses potential barriers that could prevent SWD from being considered for school-sponsored honors and awards.

14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.	Partially Almost	School administrators use BPIE results, staff feedback, student performance and behavior data, IEP implementation data, and classroom observations to identify professional learning and technical assistance needs related to educating students with disabilities in general education and natural contexts. Identified needs are addressed through staff professional learning, PLCs, ESE Specialist consultation and coaching, district training opportunities, and targeted technical assistance. The school monitors implementation and uses ongoing feedback and data to identify additional support needs.
15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Fully	The school provides ongoing, job-embedded professional learning and technical assistance to school-based personnel based on their individual roles and identified student needs. Professional learning is provided through faculty meetings, PLCs, ESE consultation and coaching, collaborative planning, classroom modeling and observation, and targeted training related to IEP implementation, accommodations, instructional strategies, behavior supports, and inclusive practices. Administrators and ESE staff monitor implementation and provide follow-up support to promote consistent use of evidence-based practices for students with disabilities in general education and natural contexts.

16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Fully	The school provides ongoing, job-embedded technical assistance to school-based personnel based on their job roles and the individual needs of students with disabilities. Technical assistance is provided through ESE Specialist consultation and coaching, collaborative problem-solving, classroom observation and feedback, IEP and accommodation support, FBA/BIP consultation, co-planning, paraeducator support, and collaboration with district and related-service personnel. Staff have ongoing access to individualized assistance and follow-up to support the implementation of effective practices for SWD in general education and natural contexts.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	School administrators intentionally include protected collaborative planning time within staff schedules to support collaboration among general education teachers, ESE personnel, and other appropriate school-based staff. Scheduled PLCs, grade-level meetings, common planning periods, and student-specific collaboration opportunities are used to plan instruction, review student data, address IEP requirements, implement accommodations and supports, and problem-solve barriers to participation and progress for students with disabilities.

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Partially Almost	The school provides ongoing opportunities for special-area and elective teachers to collaborate with ESE teachers and related service providers regarding the learning, participation, communication, behavior, and support needs of students with disabilities. Collaboration occurs through scheduled planning and PLC opportunities, ESE Specialist consultation, student-specific problem-solving, IEP collaboration, and related-service consultation. Relevant accommodations, supplementary aids, behavior supports, and instructional strategies are communicated and implemented across settings to support SWD in participating and learning alongside their peers.

19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	General education and special education teachers use Florida academic achievement standards as the foundation for instruction for students with disabilities. Teachers collaborate to provide standards-aligned instruction while using accommodations, specially designed instruction, differentiation, and appropriate instructional supports to provide access to grade-level content. For students with the most significant cognitive disabilities, instruction is aligned to applicable alternate academic standards/access points and assessment requirements. Student work, progress-monitoring data, lesson plans, and classroom observations are used to monitor access to and progress within standards-based instruction.
20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Fully	The school consistently implements a schoolwide MTSS and problem-solving process across all grade levels and settings to support the academic, behavioral, and functional needs of all students, with and without disabilities. Staff use universal screening, classroom assessment, progress-monitoring, attendance, behavior, and other relevant data to identify student needs and make data-based decisions regarding instruction and interventions. Teams monitor student response to intervention, evaluate implementation fidelity, and adjust supports as needed. General education and ESE personnel collaborate throughout the process to ensure students with disabilities continue to access and make progress in the general education curriculum.

21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.	Fully	The school uses an intentional, data-based process to gather, analyze, and evaluate the effectiveness of instructional and behavioral interventions for students with disabilities. Academic, behavioral, IEP progress-monitoring, assessment, and intervention data are collected systematically and reviewed by appropriate staff. Teams consider intervention fidelity and student response when determining whether supports should be continued, modified, intensified, or faded. Data-based decisions are documented through MTSS meetings, PLCs, IEP progress monitoring, FBA/BIP reviews, and ongoing collaboration among general education and ESE personnel.
22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.	Fully	Teachers serving students with disabilities who spend less than 80% of their instructional day in general education settings use ongoing formative assessment and progress-monitoring data to evaluate student performance and identify effective instructional and behavioral strategies. Data are collected regularly and aligned with students' IEP goals and instructional needs. Teachers analyze student response to instruction and intervention, including academic performance, engagement, independence, and behavior, and adjust strategies, supports, and instruction based on the data. Progress is monitored over time and used to inform IEP progress reporting and instructional decision-making.

23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.	Fully	The school implements a school-wide approach to promote positive, reciprocal relationships among students with and without disabilities across academic, social, and natural school settings. Students with disabilities are provided intentional opportunities to interact, collaborate, and participate with their peers through classroom instruction, cooperative learning, specials, recess, lunch, extracurricular activities, student leadership, service projects, and schoolwide events. Staff use inclusive practices, peer supports, social-emotional instruction, and individualized strategies when needed to facilitate meaningful peer interactions. The school monitors student participation and feedback and collaborates with staff and families to address barriers to students developing positive relationships with peers.
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24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.	Partially Almost	The school implements a school-wide approach to planning and delivering instruction that provides all students, including students with disabilities, meaningful opportunities to engage in learning within general education classrooms and natural contexts. General education and ESE staff collaborate during PLCs, common planning, and individual student problem-solving to plan differentiated instruction, UDL strategies, accommodations, supplementary aids, and specially designed instruction. Teachers provide multiple opportunities for students to participate, respond, collaborate, and demonstrate their learning through flexible grouping, varied instructional modalities, accessible materials, and appropriate supports. Classroom observations, student work, progress-monitoring data, and student engagement data are used to evaluate participation and make instructional adjustments when barriers to engagement are identified.
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25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.	Fully	The school provides a continuum of service delivery models across grade levels to meet the individual instructional and related-service needs of students with disabilities in their least restrictive environment. Service delivery options include instruction and support within general education classrooms and natural settings, push-in and consultation services, co-teaching/collaborative models, small-group or specialized instruction, and more intensive services when determined appropriate by the IEP team. Related services are provided through a variety of delivery models based on individual student needs. IEP teams consider accommodations, supplementary aids and services, supports, and the student's response to instruction when determining placement and service delivery. Student progress and changing needs are reviewed through IEP meetings, progress monitoring, and collaborative problem-solving to ensure services remain appropriate and students have access to general education to the maximum extent appropriate.
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26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.	Fully	The school ensures paraprofessionals receive initial and ongoing professional learning regarding their roles, responsibilities, and effective strategies for supporting students with disabilities in their least restrictive environment. Training addresses implementation of IEP accommodations and supports, communication and collaboration with teachers, confidentiality, data collection, positive behavior supports, prompting and fading, student independence, and inclusive practices. Paraprofessionals receive job-embedded coaching and consultation from ESE staff and classroom teachers based on individual student and classroom needs. Staff are provided clear expectations regarding the appropriate use of adult support, with an emphasis on facilitating student participation, independence, and access to instruction alongside nondisabled peers.
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Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Fully	The school recognizes special education staff as essential and collaborative members of the general education team. ESE teachers, the ESE Specialist, and related-service providers regularly collaborate with general education teachers through PLCs, common planning, MTSS/problem-solving meetings, IEP meetings, student data reviews, and consultation. Special education staff contribute their expertise to instructional planning, accommodations, specially designed instruction, behavioral supports, and problem-solving for students with and without disabilities. ESE personnel are also included in schoolwide professional learning, leadership, and improvement activities. Administrators intentionally facilitate collaboration and ensure that special education staff have opportunities to contribute to decisions affecting instruction, student support, and schoolwide practices.

28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully	The school provides regularly scheduled, protected collaborative planning time for general and special education teachers to work together in planning effective instruction and assessment for all students. During PLCs, grade-level planning, common planning periods, and student-specific collaboration, teachers clarify their respective roles and responsibilities and collaboratively plan differentiated instruction, accommodations, specially designed instruction, assessment strategies, and supports for SWD. Teams review student work, formative assessment, progress-monitoring, and IEP data to inform instructional decisions and adjust supports as needed. Administrators monitor the use of collaborative planning time to ensure it is consistently available and focused on improving access, instruction, assessment, and student outcomes.
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29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	The school provides meaningful opportunities for family members of students with disabilities to serve as contributing members of school-level decision-making groups. Families of SWD are invited and encouraged to participate in the School Advisory Council, school improvement planning, parent advisory opportunities, and other committees or feedback groups. The school actively solicits family input through meetings, surveys, and other communication methods and considers this input when developing, implementing, and evaluating schoolwide practices. Meeting agendas and minutes document family participation and recommendations, and the school communicates follow-up actions when family feedback informs decisions.
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30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	The school uses family needs assessments, parent feedback, and student data to identify learning needs and determine appropriate resources and learning opportunities for families of students with disabilities. Information gathered through parent surveys, IEP meetings, progress-monitoring data, behavioral data, and family communication is used to identify topics and resources that can support student success at school and home. The school provides families with workshops, informational resources, individualized strategies, district and community resources, and other learning opportunities addressing identified needs. Participation and family feedback are monitored and used to refine future opportunities and resources.
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31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	The school establishes a culture in which all school personnel actively invite families of students with disabilities to provide meaningful input during planning and problem-solving. General education teachers, ESE staff, related-service providers, administrators, and other appropriate personnel use ongoing two-way communication, conferences, IEP meetings, MTSS/problem-solving meetings, FBA/BIP meetings, surveys, and other opportunities to gather family perspectives. Family members are encouraged to share information about their child's strengths, needs, preferences, successful strategies, and priorities. Staff document and consider family input when developing instructional, behavioral, and support plans and follow up with families regarding concerns and decisions.
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32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	The school provides regular updates regarding the implementation and progress of best practices for students with disabilities to families, school personnel, district staff, and community stakeholders. Progress is communicated through schoolwide meetings, SAC meetings, family communications, newsletters, school improvement planning, BPIE progress monitoring, and other appropriate communication channels. The school shares relevant data regarding inclusive practices, LRE, student participation, academic and behavioral progress, and implementation of supports and services. Feedback from families, staff, and other stakeholders is considered when evaluating progress and identifying next steps for continued improvement.
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33. The school uses a person-centered planning process for SWD.	Fully	The school uses a person-centered planning process that considers each student's strengths, interests, preferences, needs, goals, and voice when developing and reviewing educational programs and supports. Student and family input is actively solicited and incorporated into IEPs, instructional planning, behavioral supports, transition planning, and other problem-solving processes, as appropriate. Teams use student data and ongoing progress monitoring to individualize goals, accommodations, specially designed instruction, services, and supports. When appropriate, students are supported in participating in their own planning and developing self-advocacy skills. Staff collaborate across disciplines to ensure that decisions are individualized and focused on meaningful student outcomes rather than solely on disability category or program placement.
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34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.	Fully	School leaders use a collaborative, team-based decision-making process to support continuity for students with disabilities as they progress from grade to grade and transition between schools and programs. General education and special education teachers, ESE staff, administrators, related service providers, families, and students, as appropriate, contribute relevant information regarding student strengths, needs, progress, services, accommodations, and supports. Teams review current data and IEP information when making transition and placement decisions and consider supplementary aids, services, and supports that may allow students to remain in or transition to the least restrictive environment. Transition information is communicated to receiving staff, and student progress is monitored following transitions so that supports can be adjusted when needed.
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School BPIE Assessment Priority Indicators

RAMBLEWOOD ELEMENTARY SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.
- Indicator 8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.
- Indicator 14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.
- Indicator 18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.
- Indicator 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.